



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

16011 N. Dysart Rd., Surprise, AZ 85374

Success School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Highly Performing
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mrs. Tracy Irwin
Schedule : 07:00 AM to 05:00 PM
Grades : K-12
2005 Enrollment : 317
Web Address : www.azcharteracademy.com
Phone Number : (623) 875-5975
Fax Number : (623) 875-5985
E-mail : tirwin@azcharteracademy.com

Mission

Arizona Charter Academy believes in individualized curriculum that meets the needs of each student. We give comprehensive diagnostic testing at all grade levels and in the areas of reading, writing, and math. The information from the diagnostic testing is use to create curriculum that will help the student be successful. Our curriculum is aligned to the state standards.

School / Academic Goals

- ü All students will increase their reading skills by 10%.
- ü All students will be academically rounded and master their grade level academic standards in all areas.
- ü All students will be treated as unique individuals in every area. The students will increase their positive behavior through out the school.
- ü All students will increase their math skills by 10%.

Enrollment

October 1, 2004 School Year Student Enrollment : 246
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 269

Instructional Programs

- Individualized Curriculum
- Innovative Music and Drama Program
- Technology-based Learning Offered
- Self-Paced Instruction
- Low Student to Teacher Ratios
- Research Based Reading Program
- Dual Credit

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/1/2006

Shared Responsibilities

School

As a school we communicate with our parents through many different ways including: bi-weekly progress reports, newsletters, and quarterly report cards. Teachers communicate on a daily basis in a multitude of ways with parents about behavior and academics based on the child's grade level.

Parents

Arizona Charter Academy believes in forming a partnership with all parents to ensure the success of their children. We encourage parents' participation and depend on them to support school policies and attendance.

Transportation Policy

Transportation is not provided parents must make the necessary transportation arrangements to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• Special Recognition for Patriotism - Phoenix Suns	2002
• Poetry Contest Winner	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	24	79306	100	96	99	410	434	445	43	22	10	14	11	18	14	44	51	29	22	20
All Students (Prior Year)	18	29	75509	100	100	100	483	501	521	21	21	13	36	29	23	43	38	33	0	13	31
Female	NC	NC	38691	NC	NC	99	NC	NC	446	NC	NC	10	NC	NC	18	NC	NC	52	NC	NC	20
Male	NC	15	40583	NC	100	99	NC	444	445	NC	8	11	NC	17	18	NC	58	50	NC	17	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	17	36197	NC	100	99	NC	439	463	NC	14	5	NC	14	11	NC	50	53	NC	21	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	11	21	69060	100	95	98	410	440	454	43	19	7	14	6	17	14	50	54	29	25	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	12	39415	NC	92	96	NC	414	431	NC	43	15	NC	0	25	NC	43	50	NC	14	10
Non-Economically Disadvantaged	NC	12	39966	NC	100	100	NC	447	459	NC	9	6	NC	18	12	NC	45	52	NC	27	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	24	79395	100	0	99	439	452	446	29	17	9	29	17	25	14	56	55	29	11	11
All Students (Prior Year)	18	29	75492	100	100	100	512	518	519	21	13	12	14	17	16	43	50	47	21	21	24
Female	NC	NC	38743	NC	NC	100	NC	NC	451	NC	NC	7	NC	NC	24	NC	NC	57	NC	NC	12
Male	NC	15	40618	NC	0	99	NC	464	440	NC	8	11	NC	17	27	NC	67	53	NC	8	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	17	36221	NC	0	99	NC	456	465	NC	14	4	NC	14	15	NC	57	63	NC	14	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	11	21	69139	100	0	99	439	460	454	29	13	7	29	19	24	14	56	58	29	13	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	12	39484	NC	0	96	NC	425	429	NC	29	14	NC	29	35	NC	43	47	NC	0	4
Non-Economically Disadvantaged	NC	12	39986	NC	0	100	NC	469	461	NC	9	4	NC	9	16	NC	64	63	NC	18	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	23	78869	100	92	99	456	422	442	0	0	6	43	56	21	29	28	63	29	17	10
All Students (Prior Year)	18	29	75053	100	100	99	619	606	597	0	0	7	14	13	12	71	79	72	14	8	9
Female	NC	NC	38536	NC	NC	99	NC	NC	458	NC	NC	4	NC	NC	15	NC	NC	67	NC	NC	14
Male	NC	15	40302	NC	100	99	NC	425	428	NC	0	8	NC	58	26	NC	25	60	NC	17	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	16	36078	NC	94	99	NC	429	459	NC	0	4	NC	50	16	NC	29	66	NC	21	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	11	20	68697	100	91	98	456	424	454	0	0	4	43	56	18	29	25	67	29	19	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	12	39106	NC	92	95	NC	375	427	NC	0	8	NC	86	28	NC	14	59	NC	0	5
Non-Economically Disadvantaged	NC	11	39837	NC	92	100	NC	452	457	NC	0	4	NC	36	14	NC	36	67	NC	27	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	26	78906	100	100	99	469	473	498	38	29	13	13	10	19	50	62	48	0	0	20
All Students (Prior Year)	19	33	76019	100	100	100	422	443	499	73	54	14	27	32	39	0	4	14	0	11	33
Female	NC	17	38644	NC	100	99	NC	469	500	NC	31	12	NC	8	19	NC	62	49	NC	0	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	11	31938	NC	100	99	NC	464	481	NC	30	19	NC	10	25	NC	60	46	NC	0	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	15	36483	NC	100	99	NC	481	517	NC	27	7	NC	9	13	NC	64	51	NC	0	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	10	24	68310	100	100	98	475	479	509	29	21	9	14	11	18	57	68	51	0	0	22
Limited English Proficient Students	NC	NC	12573	NC	NC	100	NC	NC	454	NC	NC	27	NC	NC	30	NC	NC	38	NC	NC	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	16	38679	NC	100	96	NC	470	483	NC	33	20	NC	8	25	NC	58	45	NC	0	10
Non-Economically Disadvantaged	NC	10	40295	NC	100	100	NC	475	513	NC	22	7	NC	11	13	NC	67	50	NC	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	26	78908	100	0	99	461	472	484	13	19	10	63	29	23	25	48	58	0	5	9
All Students (Prior Year)	19	33	76020	100	100	100	481	499	503	73	46	25	13	14	23	13	25	40	0	14	12
Female	NC	17	38648	NC	0	99	NC	473	489	NC	23	8	NC	23	22	NC	46	61	NC	8	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	11	31940	NC	0	99	NC	466	465	NC	20	16	NC	40	32	NC	30	49	NC	10	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	15	36502	NC	0	99	NC	477	502	NC	18	4	NC	18	14	NC	64	67	NC	0	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	10	24	68312	100	0	98	462	477	493	14	16	7	57	26	21	29	53	62	0	5	10
Limited English Proficient Students	NC	NC	12556	NC	NC	100	NC	NC	436	NC	NC	24	NC	NC	40	NC	NC	35	NC	NC	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	16	38662	NC	0	96	NC	464	468	NC	25	16	NC	33	32	NC	33	49	NC	8	3
Non-Economically Disadvantaged	NC	10	40315	NC	0	100	NC	482	498	NC	11	5	NC	22	15	NC	67	66	NC	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	26	78750	100	100	99	465	467	500	13	14	6	25	38	29	63	48	63	0	0	2
All Students (Prior Year)	18	32	75673	100	100	100	464	473	530	40	32	12	33	36	25	27	32	58	0	0	4
Female	NC	17	38586	NC	100	99	NC	479	515	NC	15	4	NC	23	22	NC	62	71	NC	0	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	11	31841	NC	100	99	NC	466	483	NC	10	8	NC	50	36	NC	40	55	NC	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	15	36440	NC	100	99	NC	468	516	NC	18	3	NC	27	22	NC	55	71	NC	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	10	24	68196	100	100	98	495	490	513	0	5	3	29	42	25	71	53	69	0	0	3
Limited English Proficient Students	NC	NC	12504	NC	NC	100	NC	NC	451	NC	NC	12	NC	NC	44	NC	NC	43	NC	NC	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	16	38558	NC	100	96	NC	445	485	NC	25	8	NC	33	37	NC	42	54	NC	0	1
Non-Economically Disadvantaged	NC	10	40260	NC	100	100	NC	496	514	NC	0	3	NC	44	21	NC	56	72	NC	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	36	78250	100	100	99	500	516	548	60	45	21	20	23	18	20	29	48	0	3	13
All Students (Prior Year)	24	39	75001	100	100	99	414	426	468	76	67	37	24	25	36	0	8	16	0	0	10
Female	NC	18	38071	NC	100	99	NC	521	549	NC	29	20	NC	36	19	NC	36	49	NC	0	12
Male	13	18	40126	100	100	99	503	513	547	67	59	23	8	12	17	25	24	46	0	6	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	12	15	29129	100	100	99	483	488	527	92	87	32	0	0	23	8	13	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	20	38320	NC	95	99	NC	551	568	NC	0	12	NC	47	14	NC	47	55	NC	7	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	18	30	68996	100	100	99	507	524	561	50	36	16	25	24	18	25	36	52	0	4	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	13	22	33388	100	96	94	497	518	530	69	48	32	8	19	22	23	29	40	0	5	5
Non-Economically Disadvantaged	NC	14	44937	NC	100	100	NC	514	561	NC	40	13	NC	30	15	NC	30	54	NC	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	36	78302	100	0	99	489	502	512	15	10	11	55	42	25	25	45	57	5	3	7
All Students (Prior Year)	24	39	74918	100	100	99	457	467	497	57	56	32	33	22	19	5	19	35	5	3	15
Female	NC	18	38082	NC	0	99	NC	499	518	NC	7	8	NC	43	24	NC	50	61	NC	0	7
Male	13	18	40166	100	0	99	492	504	507	17	12	14	50	41	26	25	41	54	8	6	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	12	15	29152	100	0	99	475	482	492	25	20	17	50	47	34	25	33	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	20	38347	NC	0	99	NC	523	531	NC	0	5	NC	33	17	NC	60	68	NC	7	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	18	30	69024	100	0	99	493	506	524	6	4	7	63	44	23	25	48	62	6	4	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	13	22	33398	100	0	94	484	499	495	15	10	18	54	43	35	31	48	46	0	0	2
Non-Economically Disadvantaged	NC	14	44979	NC	0	100	NC	508	525	NC	10	6	NC	40	18	NC	40	66	NC	10	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	36	78094	100	100	99	508	526	545	15	10	3	30	23	18	55	68	77	0	0	2
All Students (Prior Year)	24	39	74503	100	100	99	428	417	491	19	25	9	43	47	32	38	28	51	0	0	8
Female	NC	18	38025	NC	100	99	NC	532	558	NC	14	2	NC	7	13	NC	79	82	NC	0	2
Male	13	18	40013	100	100	99	504	521	534	8	6	5	42	35	23	50	59	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	12	15	29068	100	100	99	464	477	523	25	20	5	50	47	27	25	33	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	20	38265	NC	95	99	NC	568	564	NC	0	2	NC	0	11	NC	100	84	NC	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	18	30	68892	100	100	98	525	541	559	13	8	2	19	12	14	69	80	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	13	22	33296	100	96	94	473	508	527	23	14	5	38	29	27	38	57	67	0	0	0
Non-Economically Disadvantaged	NC	14	44871	NC	100	100	NC	563	559	NC	0	2	NC	10	12	NC	90	84	NC	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	56	69846	100	100	100	657	682	699	75	41	21	6	14	11	19	41	49	0	5	18
All Students (Prior Year)	46	70	65934	100	100	100	450	462	492	88	80	43	5	5	18	7	12	24	0	3	15
Female	15	32	34328	100	100	99	659	685	702	67	38	19	11	10	12	22	43	51	0	10	18
Male	12	24	35509	100	100	100	655	677	696	86	44	23	0	19	11	14	38	48	0	0	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	12	12	23363	92	92	100	646	646	680	88	88	32	13	13	16	0	0	45	0	0	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	13	41	36421	100	100	99	664	691	714	71	30	12	0	15	8	29	48	54	0	7	26
Students with Disabilities	NC	11	7690	NC	100	100	NC	650	593	NC	89	64	NC	0	14	NC	11	21	NC	0	2
Students without Disabilities	19	45	62220	100	100	99	661	692	712	67	25	16	11	18	11	22	50	53	0	7	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	18	28	21421	100	100	92	652	675	686	82	50	35	0	6	15	18	39	43	0	6	7
Non-Economically Disadvantaged	NC	28	48489	NC	100	100	NC	688	704	NC	32	15	NC	21	10	NC	42	52	NC	5	23

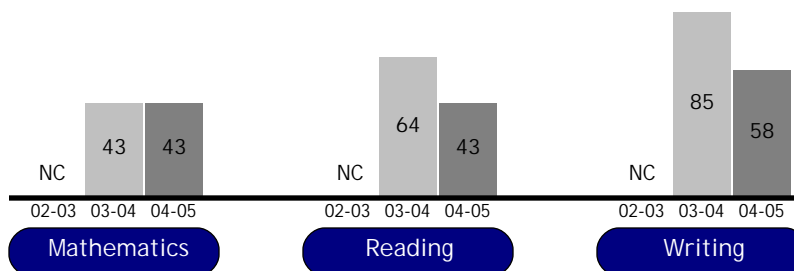
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	57	71311	100	100	100	657	685	694	24	11	7	41	29	21	35	58	63	0	3	9
All Students (Prior Year)	46	69	68162	100	100	100	485	494	509	32	23	18	41	39	24	21	32	51	6	7	8
Female	15	32	34899	100	100	100	665	694	700	11	5	5	44	24	19	44	67	66	0	5	10
Male	13	25	36430	100	100	100	649	674	688	38	18	9	38	35	22	25	47	61	0	0	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	12	12	24056	92	92	100	660	660	672	13	13	13	50	50	31	38	38	53	0	0	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	13	41	36841	100	100	99	659	694	713	29	7	3	29	22	12	43	67	72	0	4	13
Students with Disabilities	NC	11	8021	NC	100	100	NC	661	590	NC	0	27	NC	67	42	NC	33	29	NC	0	1
Students without Disabilities	20	46	63379	100	100	100	655	692	707	40	14	5	20	17	18	40	66	68	0	3	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	19	29	22243	100	100	93	650	669	677	33	21	14	42	37	32	25	42	51	0	0	3
Non-Economically Disadvantaged	NC	28	49157	NC	100	100	NC	700	702	NC	0	4	NC	21	16	NC	74	69	NC	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	57	70868	100	100	100	655	672	688	18	11	5	41	39	23	41	45	63	0	5	9
All Students (Prior Year)	46	69	67629	100	100	100	489	506	524	29	23	22	35	28	16	35	49	59	0	0	3
Female	15	32	34710	100	100	99	661	677	697	11	10	3	56	43	19	33	38	66	0	10	12
Male	13	25	36176	100	100	100	649	666	678	25	12	7	25	35	27	50	53	59	0	0	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	12	12	23868	92	92	100	652	652	670	25	25	9	38	38	33	38	38	55	0	0	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	13	41	36710	100	100	99	650	676	702	14	7	2	43	41	15	43	44	69	0	7	13
Students with Disabilities	NC	11	7900	NC	100	100	NC	639	580	NC	33	22	NC	44	49	NC	22	28	NC	0	1
Students without Disabilities	20	46	63054	100	100	99	664	682	701	10	3	3	40	38	20	50	52	67	0	7	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	19	29	21994	100	100	92	651	666	673	17	11	10	50	42	36	33	47	52	0	0	3
Non-Economically Disadvantaged	NC	28	48960	NC	100	100	NC	677	694	NC	11	3	NC	37	18	NC	42	67	NC	11	12

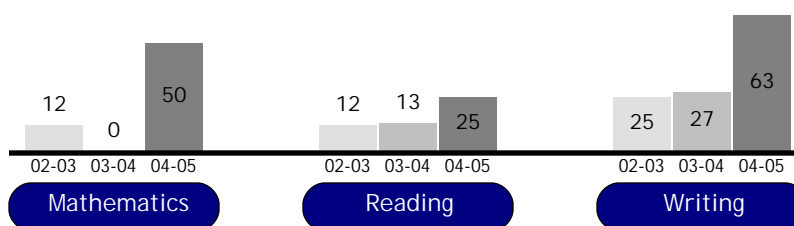
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

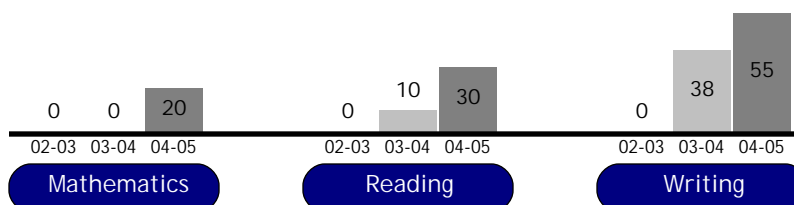
3rd Grade Proficiency



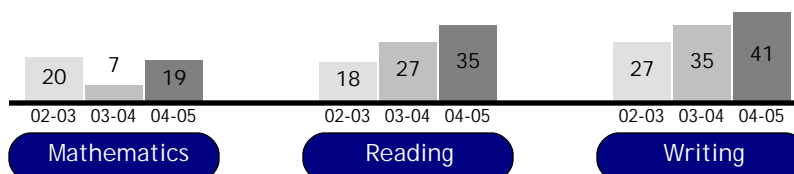
5th Grade Proficiency



8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	33	47	50	83	NA	NA	58	100	20	27	47
	Language	100	29	42	43	100	NA	26	50	100	22	27	47
	Mathematics	100	27	40	57	100	NA	32	64	100	17	24	50
3	Reading	100	18	39	47	100	42	NA	55	100	37	46	44
	Language	93	18	40	54	100	44	49	61	100	28	40	44
	Mathematics	100	15	31	54	100	42	43	61	100	29	41	51
4	Reading	100	17	34	52	86	25	NA	56	100	46	46	48
	Language	93	24	32	48	100	20	28	52	100	46	45	49
	Mathematics	100	23	28	57	100	13	29	61	100	39	40	53
5	Reading	94	36	42	50	100	15	NA	55	100	41	51	50
	Language	94	31	34	46	100	15	20	49	100	42	48	50
	Mathematics	94	33	34	57	100	13	21	63	100	35	41	49
6	Reading	100	22	38	53	100	25	NA	56	100	25	40	51
	Language	100	21	31	45	100	14	23	48	100	22	34	47
	Mathematics	100	35	47	62	100	23	36	66	100	21	31	52
7	Reading	95	31	39	51	100	32	NA	54	100	51	58	50
	Language	95	21	30	54	100	43	56	58	100	46	53	52
	Mathematics	95	32	40	58	100	43	52	62	100	34	42	50
8	Reading	100	18	39	53	100	18	NA	55	100	37	44	51
	Language	100	14	35	49	100	12	21	52	100	37	45	50
	Mathematics	100	21	44	58	100	29	35	61	100	34	42	53
9	Reading	100	21	31	41	100	14	NA	42	100	33	43	51
	Language	100	19	30	42	100	15	27	42	100	36	44	50
	Mathematics	100	35	41	60	100	25	44	63	100	33	40	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council	
Council Composition	Council Duties
School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06			
Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	2.00	Teacher Aide	8.50

Years of Teaching Experience for School Year 2005-06				
Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	0	0	0	0
10 or more years	3	2	1	0

Highly Qualified (NCLB) School Year 2004-05	
Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site	
Special Facilities	
Ü Computer Laptops for Students	Ü Playground Equipment
Ü Basketball/Volleyball Court	Ü Media Center
Extracurricular Activities	
Ü Volleyball	Ü Weight Training
Ü Basketball	Ü Choir
Ü Dance	Ü Student Government
Ü Drama	Ü Piano

Social Services	
Ü Concurrent Enrollment at Comm. College	Ü Partnership with Chick-Fil-A
Ü Partnership with Off Campus Jams	
Ü Aftercare	
Ü Partnership with Westside Food Bank	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü At Arizona Charter Academy students study the 6 pillars of character education.
- ü The staff completed a comprehensive Teamwork course.
- ü Arizona Charter Academy was accepted into the National Honor Society.
- ü Made AYP and AZ LEARNS

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	39	12	12	17
Transfers In Rate ⁶	111	28	28	37
Stability Rate ⁷	60	87	87	82
Promotion Rate ⁸	80	96	95	81
Retention Rate ⁹	3	1	1	3
Dropout Rate ¹⁰	3	0	1	6
Status Unknown ¹¹	2	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Arizona Charter Academy provides an atmosphere for learning by maintaining low teacher-to-student ratios. The staff strives to get to know each student. Our school educates students on the prevention of violence, gangs, and other related subjects.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Bill Koppinger	(623) 875-5975
School Nutrition Programs	Karen Snodgrass	(623) 875-5975
Parent Organization	Tracy Irwin	(623) 875-5975
Student Health/Nurse	Jeanette Glass	(623) 875-5975

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.